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ABSTRACT

This paper summarizes the first year of research at Tompkins Cortland Community College, Dryden, New York, to develop an alternative process for determining characteristics of graduates and leavers from the college, and to uncover attitudes of those students about their college experience. The paper summarizes findings to date, although the author acknowledges that the model used is not completely developed nor are the data collection instruments fully refined. The model described in this paper is unique because it (1) contains provisions for short-term longitudinal analyses, (2) begins collecting data within one month after the student leaves or graduates from the college, (3) contains an extensive institutional evaluation component separate from the placement and transfer component, and (4) collects data from fall and spring graduates and leavers. The appendices include the institutional evaluation survey, a willingness reply card, and the follow-up survey forms. (Author/PN)

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ATTRIBUTE AND ATTITUDE ASSESSMENT OF COMMUNITY COLLEGE GRADUATES AND LEAVERS

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Thank you.

R.M.F.

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INTRODUCTION

This paper summarizes the first year of research to develop an alternative process for determining characteristics of students who graduated or left Tompkins Cortland Community College (TC3) and to uncover the attitudes of those students about the College and their educational experience. The development and first year's prototype implementation of this design were funded by a Title III grant received by Tompkins Cortland Community College from the United States Department of Education under the provisions of the Strengthening Developing Institutions Program (Grant # G008100885).

At the present, the development of this model is not complete. Although the design of the study is fixed, instrumentation and data analysis techniques are still under revision. The scope of this paper is to inform readers of the design, instruments and analysis efforts to date. Extensive data analyses, yielding results applicable to other institutions, has not been completed although the discussion of results and conclusions will compare the results received to others identified through the literature review. The design of the study, however, has proven extremely valuable and informative to the College and could be accepted, in its present framework, by other institutions.

Finally, the following definitions are used throughout this paper:

GRADUATES: Those students who leave the College at the completion of an approved degree program.

LEAVERS: Those students who, for whatever reason, do not continue to enroll at the College for consecutive fall to spring semesters or spring to fall semesters. Included in this population are "drop-outs" and "stop-outs" and other students referred to in the literature as "non-returning students". For spring leavers, the definition contains those students who were enrolled at the College for the spring term, did not register for the summer term and did not pre-register for the fall term. Often, for both fall and spring semesters, students simply did not pre-register and are, in fact, not leavers. Question 1 on the Institutional Evaluation Survey (Appendix A) identifies these students so they may be placed back in the population of continuing students.

THE TC3 DESIGN

The Problem

When students graduate from a community or two year college, they then constitute the population from which the college draws a sample for its graduate placement/transfer study. Because of a smaller N, smaller institutions usually include all students in the sample since follow-up procedures (such as phone calls) can be implemented to collect data from 90% or more of the graduates. The surveys utilized generally include common core questions, concerning demographics, employment status and additional educational attainments (Southern Region Education Board, 1978).

Occasionally, graduates are also asked to evaluate their program at the college. As a model, this procedure poses many problems including:

1. It is a "one-shot" approach which usually collects data on May graduates. More often than not, students have moved and no forwarding address is available, making data collection difficult if not impossible.
2. No subsequent data collection is conducted to measure changes in student attitudes about the institution/program or employment/transfer status over time.
3. No information is compiled on students who left the

college prior to graduation. Frequently now, and especially in high technology occupations, students are offered attractive jobs before graduation and, therefore, leave the college without completing a degree program. The "one-shot" design not only fails to contact those students but also fails to contact other leavers.

4. A comprehensive evaluation of college programs and services is impossible. At best, most students only evaluate their program and rarely evaluate college services such as counseling/advisement, library accessibility, computer room, A-V center, day care, mass transportation, etc.

Realizing the problems of this design, some institutions also conduct follow-up surveys of leavers to find out "what happened" but this generally is not conducted on a routine basis.

Other institutions conduct evaluations of programs and services with such evaluations encompassing populations such as currently enrolled students, graduates, leavers, etc., but again, this often is not on a routine basis.

Finally, few institutions conduct studies on mid-year (fall to spring) graduates and leavers. To wait until the subsequent fall to collect data from this group greatly jeopardizes high response rates.

Given these concerns, TC3 sought to design a model for conducting follow-up surveys of graduates and leavers that addresses these issues. The model (1) contains provisions for short-term longitudinal analyses, (2) begins collecting data within one month after the student leaves or graduates from the College, (3) contains an extensive "Institutional Evaluation" component separate from the placement and transfer questionnaire and (4) collects data from fall and spring graduates and leavers.

Related Research

This literature review is not intended to be comprehensive but is intended to highlight some of the findings of previous studies. An extensive and recent review of studies related to community college attrition research can be found in Walleri (1981).

ERIC lists 14808 citations concerned with community or two-year colleges. Of these, only 38, since 1978, deal with drop-outs or attrition studies (not including 147 that also involve handicapped or disadvantaged drop-outs). A similar search of Dissertation Abstracts yielded nearly identical citations. This review will only concern itself with citations providing information regarding research designs since that is the scope of this paper. This review will not be concerned with recommended questions for instruments; readers should see the Southern Region Education

Board (1978) report for assistance in this area. Readers should also note that although many studies have been conducted on the sources of attrition, definitions, designs, methods and results have varied considerably (Nebraska Coordinating Council for Post-secondary Education, 1978).

Not all attrition from a community or junior college is bad. In fact, some attrition is inevitable as students' goals and aspirations change. Hunter and Sheldon (1980-part III) believe that there are three types of attrition: positive, negative and neutral. Positive attrition occurs when students leave because they complete their goal(s) for that institution. It includes those students who have transferred to another institution. Attrition is considered negative when the student leaves the college because of motivational or preparedness problems which usually manifest themselves through academic deficiencies. Neutral attrition involves those losses which are not due to errors or problems associated with the institution itself. It includes job conflicts, preference for work over school, personal problems, etc. The point is that students leave two-year, post-secondary, educational institutions for a variety of reasons and, therefore, the design of a follow-up model should attempt to address this 40%-60% (Lenning, Beal and Sauer, 1980; Nebraska Coordinating Commission for Postsecondary Education,1978) population who leave the college prior to receiving a degree.

A variety of "follow-up" studies could be conducted if an

institution were interested in gaining as much information as possible about its graduates and leavers and, of course, if the institution had unlimited resources. Graduate analyses could be conducted for each term in which a student could graduate rather than using the four-year model of surveying students three to nine months after May graduation (which could be 13-21 months for a previous August graduate). Questionnaires eliciting responses regarding the quality of programs, services, instruction, etc., also could be conducted of graduates in concert with, or as a separate entity, to the placement/transfer study.

Likewise, "leavers" surveys (surveys of non-returning students who did not graduate) could be conducted each term and could include institutional evaluation information. But most institutions do not have sufficient resources to undertake every possible configuration of follow-up study and, therefore, concentrate their efforts on their most recent graduates, although two-year, more than four-year institutions, also survey leavers (Southern Region Education Board, 1978).

One of the most thorough studies conducted to investigate the entire problem of attrition at post-secondary educational institutions (from an institutional evaluation perspective), and which addressed issues, goals, research designs, timetables and cost estimates, was conducted by the Nebraska Coordinating

Commission for Postsecondary Education (1978). In their report, the Commission presented three designs for conducting attrition studies. These designs were:

1. "Autopsy" study- an after-the-fact survey of why students dropped out. Although commonplace, this design is subject to the reporting of rationalized, retrospective, socially acceptable responses that frequently are compounded by low response rates.

2. Cross-sectional study- a study where data are collected on students during their term(s) at the college. Then, during the subsequent semester when leavers and graduates from the preceeding semester have been identified, the data are analyzed to see who left the college. This design affords the researcher little, if any, placement/ transfer data.

3. Longitudinal study- a study whereby data are collected prior to enrollment and throughout the student's tenure at the institution. The data usually are collected at the end of each term or year. This model takes the longest

time before useable data are available, costs more than the other two designs, requires a considerable amount of planning and organization and, as with the cross-sectional design, provides little or no placement or transfer data. It is this design, with the inclusion of a general placement and transfer component, that has been developed by the National Center for Higher Education Management Systems, Educational Testing Service and other commercial organizations.

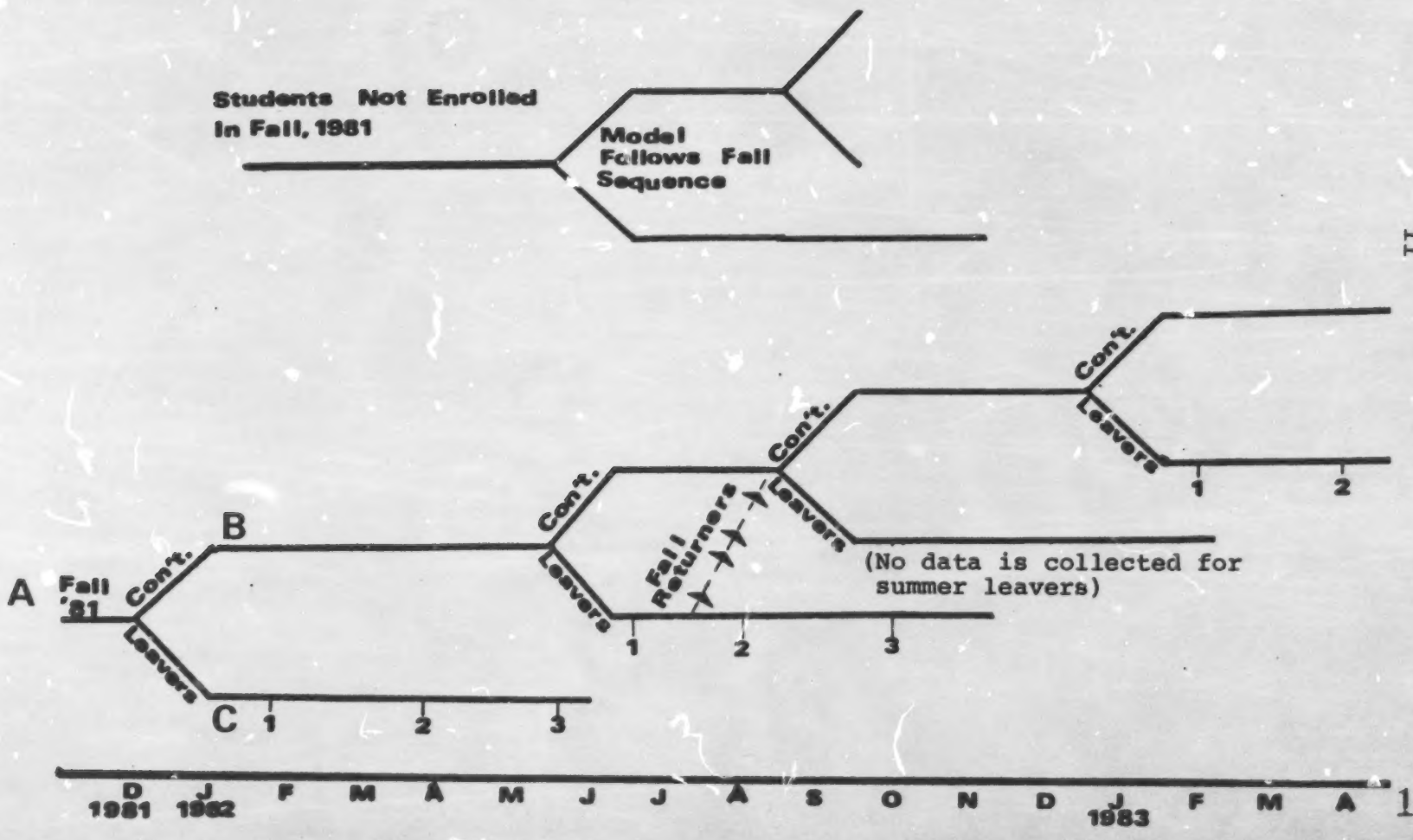
A few general points about designs can be made. First, all to often the designs only account for graduates and discard the non-returners or leavers for a later study. Occasionally an institution will include the leavers in its mailing of placement/transfer questionnaires. Second, almost all of the designs currently in use include institutional evaluation information for the student to respond to but that evaluation is generally confined to the program in which the student was enrolled. Those institutions that have broad based institutional evaluation questionaires send their surveys to all students and do not, necessarily, make sure that

graduates and leavers have an ooportunity to evaluate the institution after they have left. Third, the most common type of survey design is the "autopsy" which has the drawbacks previously mentioned. In sum, because (1) institutions like to write and talk about all the accomplishments of their graduates and do not feel that the non-returning students have as much valuable information from which the institution can learn, (2) the Vocational Education Act funding requires follow-up statistics on placement of vocational graduates and (3) internal budgeting of colleges is often based on those programs wherein the graduates have the most success in the marketplace, institutions characteristically overemphasize information gathered from graduates at the neglect of the leavers. Likewise, because external agencies often want information on placement and transfer status of graduates, placement and transfer reports are prepared when, in fact, information generated from a comprehensive, continual institutional evaluation process might tell those same administrators as much as any placement/transfer report.

Survey Design: Institutional Evaluation Survey

The model used for this survey is graphically represented on page 11. Begin with the total enrollment (full-time, part-time, main campus and extension center students) in the fall, 1981 term. This group is identified on the model as point "A". (Note. This study did not include students who were only enrolled in non-credit or contract courses.) At the beginning of the spring, 1982 semester,

FOLLOW-UP SURVEY MODEL



some of the fall, 1981 students (approximately 54%) continued at TC3. The continuing students, plus new, returning and transfer students constitute the spring, 1982 student body and are labelled on the model as point "B". The leavers and December graduates became the population for the study and are labelled as point "C". 100% of the full-time and 50% of the part-time graduates and leavers were included in the survey (Full-time, N=647; Part-time, N=1306 yielding a 50% population of N=653).

Each student was sent, in late January, an Institutional Evaluation Survey (Appendix A). A letter describing the model and informing the students of the incentive for prompt return of the survey (the incentive was a free dinner at a local restaurant with the recipient being chosen by a drawing) was included. Finally, each student was asked to complete a "willingness card" (Appendix B) upon which they indicated their willingness to participate in the additional surveys and provide us with a current address. All mailings were sent bulk rate with "Business Reply" envelopes and post cards supplied for the student to use for returning the survey and card. Address corrections were requested from the post office. Each survey and post card was numbered, as was each student's name on the master list of graduates and leavers, so that non-respondents could be identified and follow-up procedures implemented. This process of mailing the Institutional Evaluation Survey packet is represented by the number "1" on the lower bars of the model.

For the prototype study, 28.7% of the mailed questionaires were returned with 59.3% being former full-time students and 40.3% being former part time students. (The College's population for this term was distributed as 57% full-time and 43% part-time.) 98% of the students who returned their survey also returned their willingness card.

Because of the prototype perspective of this study, the follow-up procedures for non-respondents only included a remailing of the Institutional Evaluation Survey packet, with a different cover letter, approximately two weeks after the initial mailing. Address corrections received from the post office were remailed within twenty four hours to the new address.

Survey Design: Follow-up Survey

Approximately two months after the Institutional Evaluation Survey was mailed, the first Follow-up Survey (Appendix C), with a cover letter, was sent to each student who submitted a willingness card. Again, by returning the survey within a given period of time, the student was eligible for a free dinner at a local restaurant. Follow-up procedures for non-respondents were identical to those previously described. This mailing is shown on the model as the number "2" on the lower bars.

Finally, approximately two months after the first Follow-up Survey was mailed, a second Follow-up Survey, represented as the number "3" on the lower bars of the model, containing the same survey as the first Follow-up Survey, was mailed.This mailing allowed the researchers to ascertain differences in responses over time. For instance, it was possible for a student to be unemployed in March but employed in May. Likewise, for spring graduates and leavers, students were often unemployed in August but by October had either entered school or obtained a job. (A student's name on the master list of graduates and leavers was numbered as described on page 12, with the same number being used on the Institutional Evaluation Survey, willingness card, and both Follow-up Surveys so analyses such as these could conducted.)

Survey Design: Data Analysis

Returned surveys were coded on standard 80-column computer coding forms. The Statistical Package for the Social Sciences (SPSS) was used for data analyses. Coding form data was inserted in the SPSS file, in the appropriate place, by clerical personnel using interactive terminals. For these prototype analyses, only the procedures of "Frequencies" and "Crosstabs" were employed although subpopulations were analyzed using "Select If" discriminators.

RESULTS/CONCLUSIONS

As stated previously, the data yielded from this model have not been extensively analyzed. This is due to three reasons. First, being a prototype study, the effort has centered on the logistical and mechanical concerns rather than on the results. That is, the College has concentrated on developing procedures to administer this design (printing of questionnaires, staff assignments for writing computer programs, preparing lists of graduates and leavers, etc.) first rather than being overly concerned with the results for if reliable data are not available, or if the available data cannot be analyzed, the model is of little or no value.

Second, staff activities also have concentrated on improving the number of respondents. Although graduates tended to respond more often than leavers, the percentages are not as high as the College desires. Hence, follow-up procedures have involved not only collecting of data but also include the identification of reasons for non-response and the development of procedures to deal with these reasons.

Third, the initially developed Institutional Evaluation Survey was quite a bit longer than the one shown in Appendix A. Many departments in the College wanted questions asked of graduates and leavers only to have large percentages of respondents indicate,

"Not Appropriate" (see Questions 11 and 13). Therefore, a considerable amount of time has been spent in survey refinement, discarding questions where over 60% of the full-time and part-time respondents marked "Not Appropriate" for both fall, 1981 and spring, 1982 administrations, and adding questions (Question number 12, response option 20) when comments received by respondents, either orally or in writing, suggest a modification to the instrument.

The Follow-up Survey (Appendix C) is unchanged from its original format. Minor modifications, especially in the demographics component, will be made to bring these questions in line with revisions made on the Institutional Evaluation Survey.

Analysis: Institutional Evaluation Survey

Demographics (Questions 1 to 10): Analysis revealed that the respondent population was fairly well distributed in relation to the College's actual population for the semester reported (spring, 1982). Females tended to respond to the survey in larger percentages than males. Age, full-time verses part-time, day verses evening, ethnic and program distributions were very close to actual College distributions +/- 5%. Question 8, "Do you plan to re-enroll at TC3 in the future? If yes, when?" indicated that 41.2% planned to return to the College with 35% of those identifying the planned semester. (This information was distributed to the admissions, recruiting, advising and marketing departments of the College so selected re-enrollment materials could be sent to

to these individuals.)

Evaluation of Services (Question 11): Off-campus advisement, quality of financial aid advice, counseling services. library, bookstore, cafeteria, admissions office and off-campus courses all had over 60% positive ratings (see Table 1). Pre-registration information received 58.6% positive responses.

Reasons for Leaving (Question 12): The most often cited reasons for not returning to the College were positive or neutral in nature (see Table 2). As mentioned previously, "graduation" was the primary reason being closely followed by "transfer", "taking courses needed for my job", "moved", "schedule conflicts",and "taking courses for personal improvement". The least cited reasons were "child care problems", "academic problems", "dissatisfaction with counseling/advisement", "transportation problems", "the College is not offering the skills I need", and "I no longer believe a college education is important."

Evaluation of Programs (Question 13): Every program rating received positive responses by at least 67% of the respondents (see Table 3). The quality of programs available for personal improvement received the highest percentage of favorable responses (86.9%) with English development receiving the lowest rating (67.6%).

TABLE 1

INSTITUTIONAL EVALUATION SURVEY: SERVICE RATINGS

QUESTION NUMBER	SERVICE	PERCENT POSITIVE[1]	PERCENT NEGATIVE[2]
11.1	Off-campus Advisement	61.9	38.1
11.2	Pre-registration	58.6	41.4
11.3	Financial Aid Advice	86.8	13.2
11.4	Counseling Services	78.9	21.1
11.5	TC3 Library	71.6	28.4
11.6	Bookstore	76.8	23.2
11.7	Cafeteria	68.2	23.2
11.8	Admissions	83.4	16.6
11.9	Off-campus Courses	76.7	23.3

1 A positive rating is a response of a "1", Very Satisfied, "2", Somewhat Satisfied, or "3", Satisfied. Non-respondents to this question or responses as a "6", Not Appropriate, are not included in the percentages.

2 A negative rating is a response of a "4", Somewhat Dissatisfied or "5", Dissatisfied. Non-respondents to this question or responses as a "6", Not Appropriate, are not included in the percentages.

TABLE 2

INSTITUTIONAL EVALUATION SURVEY: REASONS FOR NOT RETURNING

OPTION NUMBER	REASON	N[3]	%	RANK
1	Courses only for job	40	8.0	4
2	Courses for personal improvement	22	4.4	8
3	Graduated	78	15.7	1
4	Schedule conflicts	28	5.6	6
5	Not offering skills	18	3.6	11
6	Child care problems	3	0.1	20
7	Transportation problems	22	4.4	8
8	Academic problems	12	2.4	15
9	Moved	36	7.2	5
10	Tuition is too high	23	4.6	7
11	Dissatisfied with courses	19	3.8	10
12	Dissatisfied with instructors	15	3.0	13
13	Family obligations	15	3.0	13
14	Spouse denial	6	1.2	19
15	Dissatisfied with counseling	10	2.0	16
16	College is not important	1	0.0	21
17	Medical problems	7	1.4	18
18	Transfer	62	12.5	2
19	Personal reasons	18	3.6	11
20	Weather is too bad	8	1.6	17
21	Other	55	11.0	3
		N=498		

3 Respondents were asked to rank, from the twenty-one options, the top five reasons for leaving. While 97% of the respondents offered at least one reason for leaving, only 12% had five reasons (66% had two reasons, 38% had three reasons, 19% had four reasons). This column (N) represents the sum of the responses for each reason. That is, each respondent could be represented in up to five categories and, therefore, the sum of this column is greater than the number of individual respondents.

TABLE 3

INSTITUTIONAL EVALUATION SURVEY: PROGRAM RATINGS

QUESTION NUMBER	PROGRAM	PERCENT POSITIVE[4]	PERCENT NEGATIVE[5]
13.1	Improve existing skills	84.3	15.7
13.2	Transfer preparation	70.6	29.4
13.3	Personal improvement	86.9	13.1
13.4	English development	67.6	32.4
13.5	Mathematics	80.8	19.2
13.6	Social sciences	73.2	26.8
13.7	Occupational/technical training	79.5	20.5
13.8	Quality of instruction	82.3	17.4
13.9	Content of courses	69.2	30.3
13.10	Grading/testing	80.8	19.2
13.11	Instructor accessibility	84.2	15.8
13.12	Course availability	79.5	20.5

4 See note 1, page 18

5 See note 2, page 18

Summary: The College was extremely pleased with the responses received although it is aware that the number of respondents was not as great as desired. The issue of non-respondent bias has yet to be resolved by researchers and various studies have provided contradictory results. Where non-respondent bias has been checked, some studies have found variances; others the opposite (Southern Region Education Board, 1978). For the most part, however, the reasons for non-returning had little to do with College operations and this is consistent with other studies (Collins, 1980; Pantages and Creedon, 1978; Ramist, 1981; Donsky, Burk and Hite, 1979) conducted on both two and four-year institution graduates and leavers.

Analysis: Follow-up Survey

These analyses reflect interpretations of data obtained through both first and second administrations of the Follow-up Survey for spring, 1982 graduates and leavers. The data are represented on tables four, five and six. Although 98% of the students who indicated a willingness to participate in the follow-up components, only 67% returned the first follow-up questionnaire and 63% returned the second follow-up questionnaire. It should be noted, however, that 93% of the students who completed the first survey also completed the second.

Demographics (Questions 1 to 10): As with the demographic component of the Institutional Evaluation Survey, the distribution was nearly identical to that of the College's population for the spring, 1982 semester. Again, females tended to respond more often than males. Day students, especially those in the Business Administration program, tended to respond disproportionately higher than expected although the difference was a result of only ten too many students in that program responding to the survey. The College has discarded Question 10 from analysis because the data yielded was contradictory and provided no useful information.

Employed Respondents (Question 11 to 18): Sixty-three percent of the respondents were employed as of the mailing of the first Follow-up Survey and 64.9% were employed as of the mailing of the second Follow-up Survey. The response percentages for questions eleven through seventeen are shown in Table 4. Sixty-four percent of the employed respondents completed question eighteen wherein they identified the College of their employer, job title, etc. The listing of these responses is not included in this paper.

The data provided suggest that between the first and second mailings of the Follow-up Survey, (1) there was an increase in the percent of students who obtained their first employment since leaving

TABLE 4

FOLLOW-UP SURVEY: EMPLOYED RESPONDENTS

QUESTION NUMBER	SUMMARY OF THE QUESTION	RESPONSE OPTIONS	FIRST FOLLOW-UP PERCENT	SECOND FOLLOW-UP PERCENT
11a	Employment status	Full-time	65.9	65.5
		Part-time	34.1	34.5
11b	First full-time	Yes	44.6	49.1
		No	55.4	50.9
11c	Want full-time	Yes	35.5	28.6
		No	64.5	71.4
12	Military status	(Only had one respondent)		
13	Program relatedness	Directly	37.0	41.6
		Somewhat	29.3	30.3
		Not	33.7	28.1
14	Employer change	Yes	18.7	31.4
		No	81.3	68.6
15a	Position upgrade	Yes	33.3	35.7
		No	66.7	64.3
15b	TC3 training contrib-ute to upgrade	Yes	74.3	79.4
		No	25.7	20.6
16a	Pay changed	Yes	52.7	58.8
		No	47.3	41.2
16b	TC3 training con-tribute to pay change	Yes	74.3	79.4
		No	56.6	53.7
17	Gross annual pay	under $5000	24.2	22.5
		$5000-6499	10.5	15.7
		$6500-7999	10.5	6.7
		$8000-9499	6.3	2.2
		$9500-10999	6.3	11.2
		$11000-12499	8.4	6.7
		$12500-14000	3.2	5.6
		over $14000	30.5	29.2

the College, (2)there was a decrease in the percentage of part-time employed graduates and leavers who desired full-time positions, (3)there was an increase in the percentage of students obtaining employment either directly or somewhat related to their program at the College while, at the same time, there was a decrease in the percentage of students who were employed in positions not related to their program (4)there was a large percentage of students who changed employers but not a large percentage who had position upgrades and (5)there was an increase in the percentage of graduates and leavers who had pay changes and felt that their training at the College contributed to that pay change (hopefully, it was a pay increase). In sum, the model did what it was designed to do: it provided traditional follow-up data obtained 3-9 months after leaving the College (via the second Follow-up Survey) and provided additional information (via the first Follow-up Survey) for comparison.

Enrolled Respondents (Questions 19 to 24): Data obtained from graduates and leavers who were enrolled in another school are presented in Table 5, with the exception of Question 22, "Program of Study". The responses reported for that question represent the eleven different programs in which TC3 graduates and leavers were enrolled. Thirty-four percent of the respondents for the first Follow-up Survey and 32.8% of the second Follow-up Survey reported being enrolled in school.

TABLE 5

FOLLOW-UP SURVEY: ENROLLED RESPONDENTS

QUESTION NUMBER	SUMMARY OF THE QUESTION	RESPONSE OPTIONS	FIRST FOLLOW-UP PERCENT	SECOND FOLLOW-UP PERCENT
19	Type of school	4 yr in state	49.0	59.1
		4 yr out state	16.3	13.6
		2 yr in state	32.7	27.3
		2 yr out state	2.0	--
20a	Accepted to other schools	Yes	65.9	63.4
		No	34.1	36.6
20b	Type of other schools[6]	4 yr in state	46.3	59.3
		4 yr out state	27.4	18.7
		2 yr in state	21.9	15.6
		2 yr out state	7.3	6.2
21a	Not accepted to some schools	Yes	11.6	13.2
		No	88.4	86.8
21b	Type of schools not accepted to[6]	4 yr in state	60.0	66.6
		4 yr out state	40.0	33.3
23a	Transfer problems	Yes	12.2	20.0
		No	87.8	30.0
23b	Type of problems[6]	Credit hours	20.0	11.1
		Credit transfer	60.0	66.6
		GPA	10.0	11.1
		Financial	10.0	11.1
24	Status	Full-time	84.8	76.2
		Part-time	15.2	23.8

6 Since respondents to these questions were allowed to "check all that apply", many marked several response options. The total number of responses to each option were summed and the percentages were determined from the aggregated number in a manner similar to that described in note 3, page 19.

The data available do not provide any extremely illuminating insights into the post-TC3 plans of respondents who continue their education. This is primarily due to the low response rates and the incomplete status of data analysis. From a percentage perspective, however, the following appear worthy of further investigation. First, although some movement appeared in the type of school at which the respondent was enrolled, it seems that "in state" was preferred over "out of state" with four-year centers commanding the bulk of the graduates and leavers. (Readers should remember that the first Follow-up Survey was sent during the summer and the second in early fall. It is highly probable that responses obtained from the first represent a "I am planning to go..." thought process whereas the second represent a, "I am enrolled in a ..." thought process.) Second, the type of other schools to which the respondents were accepted to provides confusing results since second mailing respondents report less acceptances than the first mailing. Third, students appear to have problems in their courses (credits) being transferred, a problem that may be able to be solved once additional analyses are conducted. Finally, it appears that many respondents enrolled full-time at a four-year institution which is in line with the College's mission of providing the first two years of a four year program.

Not Enrolled and Not Employed Respondents (Questions 25 to 29):

Only 14.6% of the first and 11.9% of the second Follow-up Surveys received responses from these groups. Again, the low response rate

from people in this category makes interpretations of the findings highly suspect. (However, the College is extremely pleased that such a small percentage fall into this group.) Table 6 provides percentage distributions for these responses.

Question 25a appears to show that these individuals were not interested in furthering their education. Question 26a appears to show that many were not interested in finding a job either. It is understandable why they fell into this category. Finally, question 27 emphasizes the selectivity of the group when 15-27% are unemployed because they "haven't found a job I want" and 3-16% will not relocate.

Conclusions: As stated at the onset, the purpose of this study was to design a model for conducting studies on graduates and leavers from community colleges. Attitudes (how the respondents thought of the institution) and attributes (the characteristics of graduates and leavers) were to be documented and analyzed. From the first year's implementation it appears that the model performs extremely satisfactory and yields results of value to the institution and different from those provided by traditional follow-up designs. Emphasis now needs to be placed on improving response rates and the conducting of more sophisticated statistical analyses.

TABLE 6

FOLLOW-UP SURVEY: NOT EMPLOYED OR IN SCHOOL

QUESTION NUMBER	SUMMARY OF THE QUESTION	RESPONSE OPTION	FIRST FOLLOW-UP PERCENT	SECOND FOLLOW-UP PERCENT
25a	Try school	Yes	4.8	6.3
		No	95.2	93.8
25b	Accepted to school	Yes	50.0	33.3
		No	50.0	66.7
26a	Try a job	Yes	55.0	56.2
		No	45.0	43.8
26b	Any job offers	Yes	30.0	27.3
		No	70.0	72.7
27	Reason(s) for unemployment [7]	No position I want	15.4	26.9
		Perm. laid off	3.8	7.7
		Temp. laid off	7.7	3.8
		Retired	3.8	-
		Family Respon.	23.1	19.2
		No openings	42.3	26.9
		Won't move	3.8	15.4
28	Use College assistance	Yes	19.0	14.3
		No	81.0	85.7
29	Aware of College assistance	Yes	78.6	100.0
			21.4	-

7 The same procedure for determining percentages as described in Note 6, page 25, was employed here.

APPENDIX A

INSTITUTIONAL EVALUATION SURVEY

FALL

TOMPKINS CORTLAND COMMUNITY COLLEGE
INSTITUTIONAL EVALUATION SURVEY

1. Are you planning to return to TC3 for the Spring, 1983 semester? ____(1) NO ____(2) YES
(If yes, please check the appropriate space and return the survey.)

TELL US ABOUT YOU

2. Sex
____(1) Male
____(2) Female

3. Age
____(1) 15-20
____(2) 21-25
____(3) 26-30
____(4) 31-40
____(5) 41-50
____(6) 51-60
____(7) Over 60

4. For how many credits did you register last semester?
____(1) 11 or less
____(2) 12 or more

5. When did you usually have your classes?
____(1) During the day
____(2) During the evening
____(3) Both day & evening

6. Were your classes primarily at:
____(1) The Dryden main campus.
____(2) An extension center.

7. What was your QPI when you left TC3?
____(1) 3.5-4.0
____(2) 3.0-3.49
____(3) 2.5-2.99
____(4) 2.0-2.49
____(5) 1.5-1.99
____(6) 1.0-1.49
____(7) Less than 1.0
____(8) Don't know

8. Do you plan to re-enroll at TC3 in the future? If yes, when?
____(1) No
____(2) Yes
____(3) The next summer session
____(4) The next fall semester
____(5) The next spring semester
____(6) Some other time

9. In what **Program Area** were you enrolled last semester? _____

10. How do you describe yourself?
____(1) Caucasian American
____(2) Black American
____(3) American Indian
____(4) Asian or Pacific Islander
____(5) Hispanic

TELL US YOUR VIEWS

11. Please rate each of the following services offered at TC3. Circle the number that best represents your feelings toward that service.

		Very Satisfied			Satisfied	Not Satisfied	Not Appropriate
11.1	Advisement at an off-campus center	1	2	3	4	5	6
11.2	Pre-registration	1	2	3	4	5	6
11.3	Financial aid advice	1	2	3	4	5	6
11.4	Counseling services (from the counseling office staff)	1	2	3	4	5	6
11.5	TC3 library	1	2	3	4	5	6
11.6	TC3 Bookstore	1	2	3	4	5	6
11.7	TC3 cafeteria	1	2	3	4	5	6
11.8	TC3 admissions	1	2	3	4	5	6
11.9	Courses off-campus	1	2	3	4	5	6

12. From the list below, rank the top five reasons for your choosing **not** to return to TC3 this semester: That is, place a "1" next to the most important reason for not returning, a "2" next to the second most important reason, etc. If you do not have five reasons, rate only those that apply.

____(01) I finished taking courses needed for my job.
____(02) I just wanted to take courses for personal improvement.
____(03) I graduated from TC3.
____(04) My class schedule would conflict with my job.
____(05) The course/program was not offering me the skills I needed.
____(06) I have problems in arranging care for my child(ren).
____(07) I have transportation problems to/from TC3.
____(08) I was having academic problems (i.e., low grades, poor study habits, etc.)
____(09) I moved out of the area.
____(10) I was unable to afford the tuition at TC3.
____(11) I was dissatisfied with my courses at TC3.
____(12) I was dissatisfied with my instructors at TC3.
____(13) Family obligations prevented me from attending this semester.
____(14) My spouse does not want me to take more courses.
____(15) I was dissatisfied with the counseling and academic advising I received at TC3.
____(16) I no longer believe that a college education is important.
____(17) Medical problems prevented my enrolling this semester.
____(18) I decided to transfer to another college.
____(19) I had personal reasons for not enrolling at TC3.
____(20) The weather is too bad this time of year.
____(21) Other (please specify) _____

13. Please rate each of the following aspects in accordance with the experiences you had at TC3. Circle the appropriate number.

		Very Satisfied			Satisfied		Not Satisfied	Not Appropriate
13.1	Improvement of existing skills	1	2	3	4	5		6
13.2	Preparation for transfer to another school	1	2	3	4	5		6
13.3	Personal improvement	1	2	3	4	5		6
13.4	English development (composition, grammar, etc.)	1	2	3	4	5		6
13.5	Mathematics	1	2	3	4	5		6
13.6	Social Sciences (History, Psychology, Sociology, etc.)	1	2	3	4	5		6
13.7	Occupational/Technical Skill Training	1	2	3	4	5		6
13.8	Quality of instruction	1	2	3	4	5		
13.9	Content of the courses	1	2	3	4	5		
13.10	Grading/testing procedures	1	2	3	4	5		
13.11	Accessibility of instructors	1	2	3	4	5		
13.12	Availability of needed courses	1	2	3	4	5		

14. Tell us anything else you want to _____

_____

_____

As described in the letter that accompanied this survey, we would like to invite you to participate in our follow-up study. The study, requesting confidential replies only, will be sent to you in two mailings. If you are willing to participate in the survey, and we hope that you are, would you please fill out the enclosed post card and mail it back **separately** from this survey?

THANK YOU.

APPENDIX B

WILLINGNESS CARD

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY CARD

FIRST CLASS PERMIT NO. 14 DRYDEN, NY

POSTAGE WILL BE PAID BY ADDRESSEE

TOMPKINS CORTLAND COMMUNITY COLLEGE
ATTN: ROBERT FRANK
170 NORTH STREET
DRYDEN, NY 13053

WILLINGNESS CARD

I AM WILLING TO PARTICIPATE IN THE FOLLOW-UP SURVEY.

NAME _____ PHONE #

ADDRESS _____

CITY _____ STATE _____ ZIP CODE

NAME OF PERSON WHO USUALLY WOULD KNOW HOW TO CONTACT YOU. _____

ADDRESS OF PERSON LISTED ABOVE. _____

APPENDIX C

FOLLOW-UP SURVEY

TOMPKINS CORTLAND COMMUNITY COLLEGE
FOLLOW-UP SURVEY

TELL US ABOUT YOU

1. Sex
   ____(1) Male
   ____(2) Female

2. Age
   ____(1) 15-20
   ____(2) 21-25
   ____(3) 26-30
   ____(4) 31-40
   ____(5) 41-50
   ____(6) 51-60
   ____(7) Over 60

3. For how many credits did you enroll last semester?
   ____(1) 11 or fewer
   ____(2) 12 or more

4. When did you usually have your classes?
   ____(1) During the day
   ____(2) During the evening
   ____(3) Both day & evening

5. In what Program Area were you enrolled last semester?
   _____

6. Were your classes primarily at:
   ____(1) The Dryden Main Campus
   ____(2) An Extension Center
   ____(3) Both the Main Campus and an Extension Center

7. What was your QPI when you left TC3?
   ____(1) 3.5-4.0
   ____(2) 3.0-3.49
   ____(3) 2.5-2.99
   ____(4) 2.0-2.49
   ____(5) 1.5-1.99
   ____(6) 1.0-1.49
   ____(7) Less than 1.0.
   ____(8) Don't know
   ____(9) Only took "no credit" courses

8. Did you graduate from TC3?
   ____(1) Yes ____(2) No

9. How do you describe yourself?
   ____(1) Caucasian American
   ____(2) Black American
   ____(3) American Indian
   ____(4) Asian or Pacific Islander
   ____(5) Hispanic
   ____(6) Other (please specify)
   _____

10. Check any of the following which apply to you.
    ____(1) Single Head of Household
    ____(2) Recipient of CETA Funding
    ____(3) Recipient of ADC Funding
    ____(4) Recipient of DSS Funding
    ____(5) BEOG/SEOG
    ____(6) TAP
    ____(7) OVR
    ____(8) Employer Paid Tuition
    ____(9) All Expenses Paid by Myself/My Family

TELL US WHAT YOU ARE DOING
EMPLOYED OR IN THE MILITARY

If you are employed (full- or part-time) or in the Military on Active Duty, please complete this section. If you are not employed, please go to either the sections **Furthering Education**, or **Not Employed and Not in School.**

11. Are you presently employed:
    ____(1) Full-Time ____(2) Part-Time

    If Full-Time, is this your first full-time position since leaving TC3?
    ____(1) Yes ____(2) No

    If Part-Time, did you want a full-time position?
    ____(1) Yes ____(2) No

12. Are you going in the Military on Active Duty?
    ____(1) Yes ____(2) No

    If Yes, which branch?
    ____(3) Army ____(4) Navy
    ____(5) Marines ____(6) Air Force

13. Is your position related to the program in which you were enrolled?

____(1) Directly related to my program
____(2) Somewhat related to my program
____(3) Not related to my program

14. Has your employer changed since you attended TC3?

____(1) Yes ____(2) No

15. Has your position been upgraded since attending TC3?

____(1) Yes ____(2) No

If Yes, do you think your training at TC3 contributed to that upgrade?

____(1) Yes ____(2) No

16. Has your rate of pay changed since you attended TC3?

____(1) Yes ____(2) No

If Yes, do you think this is a result of the training you received at TC3?

____(1) Yes ____(2) No

17. What is your present Gross Annual Salary?

____(1) less than $5000 (under $100 per week)
____(2) $5000-$6499 (about $125 per week)
____(3) $6500-$7999 (about $150 per week)
____(4) $8000-$9499 (about $175 per week)
____(5) $9500-$10,999 (about $200 per week)
____(6) $11,000-$12,499 (about $225 per week)
____(7) $12,500-$13,999 (about $250 per week)
____(8) Over $14,000 (over $275 per week)

18. We would like to know where you are working. This will help us understand the impact of our programs on the community, state and nation. And since we don't have your name, it will be nearly impossible to pinpoint you in the organization. Your coperation is appreciated. Yes, you can complete some of the lines and leave others blank. **WE WILL NOT CONTACT THE EMPLOYER REGARDING YOUR STATUS.**

Business Name _____

Business Address _____

Your Job Title _____

Brief Description of What You Do _____

_____

_____

FURTHERING EDUCATION

(TO BE COMPLETED BY THOSE PERSONS ATTENDING SCHOOL)

19. Is the school:

____(1) 4 year in State ____(2) 4 year out of State
____(3) 2 year in State ____(4) 2 year out of State

20. Were you accepted to other schools?

____(1) Yes ____(2) No

If Yes, were they: (check all that apply)

____(1) 4 year in State ____(2) 4 year out of State
____(3) 2 year in State ____(4) 2 year out of State

21. Were you not accepted to some schools to which you applied?

____(1) Yes ____(2) No

If Yes, were they: (check all that apply)

____(1) 4 year in State ____(2) 4 year out of State
____(3) 2 year in State ____(4) 2 year out of State

22. What is your present program of study? _____

23. Did you have problems in transferring?

____(1) Yes ____(2) No

If Yes, which areas caused the problems? (check all that apply)

____(1) Credit Hours ____(2) Transferability of Credits
____(3) Grade Point Average ____(4) Financial
____(5) No Room at the School(s)

24. Are you going to school:

____(1) Full-Time (Over 11 credit hours)
____(2) Part-Time (11 or fewer credit hours)

NOT EMPLOYED AND NOT IN SCHOOL

25. Did you try to get into another school?

____(1) Yes ____(2) No

If Yes, were you accepted into another school?

____(1) Yes ____(2) No

26. Did you try to find employment?

____(1) Yes ____(2) No

If Yes, did you get any job offers?

____(1) Yes ____(2) No

27. What do you believe are the reasons for your unemployment? (Check all that apply)

____(1) I haven't found a position I want
____(2) I was laid off (permanently)
____(3) I was laid off (temporarily)
____(4) I have been ill
____(5) I am retired
____(6) I have family responsibilities
____(7) There don't seem to be any job openings
____(8) I am not willing/able to move from this area

28. Did you use the TC3 Placement and Transfer Office to assist you in looking for employment, preparing resumes, etc.?

____(1) Yes ____(2) No

29. In transferring, were you aware that TC3 had a Placement and Transfer Office to assist you in getting into another school?

____(1) Yes ____(2) No

APPENDIX D

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ABSTRACT

ATTRIBUTE AND ATTITUDE ASSESSMENT OF COMMUNITY COLLEGE GRADUATES AND LEAVERS

This paper summarizes the first year of research at Tompkins Cortland Community College, Dryden, New York, to develop an alternative process for determining characteristics of graduates and leavers from the college and to uncover attitudes of those students about their college experience. The paper summarizes findings to date although the author acknowledges that the model used is not completely developed nor are the data collection instruments fully refined.

The model described in this paper is unique because it (1) contains provisions for short-term longitudinal analyses, (2) begins collecting data within one month after the student leaves or graduates from the college, (3) contains an extensive "Institutional Evaluation" component separate from the placement and transfer component and (4) collects data from fall and spring graduates and leavers.

A literature review is included along with copies of the data collection instruments.